

# About The New England Common Assessment Program



This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2010 Beginning of Grade 5 NECAP Tests

**Grade 5 Students in 2010-2011**

## School Results

**School:** Teague Park School

**District:** RSU 39

**Code:** 3174-1208



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2010-2011

# Grade Level Summary Report

<b>School:</b>	Teague Park School
<b>District:</b>	RSU 39
<b>State:</b>	Maine
<b>Code:</b>	3174-1208

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>98</b>			<b>115</b>			<b>13,877</b>			<b>100</b>			<b>100</b>			<b>100</b>		
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	97	97	97	113	113	113	13,460	13,524	13,435	99	99	99	98	98	98	97	97	97
Current LEP Students	14	14	14	18	18	18	2,696	2,801	2,597	14	14	14	16	16	16	20	21	19
With an approved accommodation	3	3	3	3	3	3	359	415	359	3	3	3	3	3	3	3	3	3
IEP Students	0	0	0	0	0	0	150	200	136	0	0	0	0	0	0	42	48	38
With an approved accommodation	20	20	20	27	27	27	2,240	2,249	2,232	21	21	21	24	24	24	17	17	17
Other	12	12	12	16	16	16	1,846	1,863	1,807	60	60	60	59	59	59	82	83	81
<b>Students not tested in NECAP</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>417</b>	<b>353</b>	<b>442</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
State Approved	1	1	1	2	2	2	317	246	309	100	100	100	100	100	100	76	70	70
Alternate Assessment	1	1	1	2	2	2	238	225	227	100	100	100	100	100	100	75	91	73
First Year LEP	0	0	0	0	0	0	58	0	58	0	0	0	0	0	0	18	0	19
Withdraw After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	21	21	24	0	0	0	0	0	0	7	9	8
Other	0	0	0	0	0	0	100	107	133	0	0	0	0	0	0	24	30	30

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	98	1	0	97	6	6	55	57	29	30	7	7	543	113	6	54	27	12	542	13,460	15	55	21	8	545
MATH	98	1	0	97	11	11	40	41	23	24	23	24	541	113	10	42	21	27	540	13,524	15	45	20	19	543
WRITING	98	1	0	97	3	3	25	26	56	58	13	13	537	113	4	26	53	17	536	13,435	8	35	47	10	539

**Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient**

**Note:** Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2010-2011

# Disaggregated Reading Results

**School:** Teague Park School  
**District:** RSU 39  
**State:** Maine  
**Code:** 3174-1208

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	98	1	0	97	6	6	55	57	29	30	7	7	543	113	6	54	27	12	542	13,460	15	55	21	8	545
<b>Gender</b>																									
Male	54	0	0	54	4	7	29	54	18	33	3	6	544	67	6	51	30	13	541	6,873	11	55	24	11	543
Female	44	1	0	43	2	5	26	60	11	26	4	9	542	46	7	59	24	11	543	6,587	20	55	19	6	547
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										1						171	14	51	25	10	544
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						132	12	54	23	11	544
Asian	1	0	0	1										1						165	18	48	21	13	545
Black or African American	2	0	0	2										2						377	7	40	27	26	538
Native Hawaiian or Pacific Islander	0	0	0	0										0						16	13	75	6	6	545
White	95	1	0	94	6	6	53	56	28	30	7	7	543	109	6	54	28	13	542	12,494	16	56	21	8	545
Two or more races	0	0	0	0										0						105	17	50	22	10	544
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	3	0	0	3										3						359	5	37	29	29	537
Former LEP student - monitoring year 1	0	0	0	0										0						17	29	65	6	0	551
Former LEP student - monitoring year 2	0	0	0	0										0						7					
All Other Students	95	1	0	94	6	6	54	57	28	30	6	6	543	110	6	55	27	12	542	13,077	16	55	21	8	545
<b>IEP</b>																									
Students with an IEP	21	1	0	20	0	0	2	10	14	70	4	20	534	27	0	11	52	37	531	2,240	2	28	38	33	534
All Other Students	77	0	0	77	6	8	53	69	15	19	3	4	545	86	8	67	20	5	545	11,220	18	60	18	4	547
<b>SES</b>																									
Economically Disadvantaged Students	43	1	0	42	1	2	17	40	19	45	5	12	539	55	4	38	38	20	538	6,053	8	51	28	13	542
All Other Students	55	0	0	55	5	9	38	69	10	18	2	4	546	58	9	69	17	5	546	7,407	21	58	16	4	548
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						3					
All Other Students	98	1	0	97	6	6	55	57	29	30	7	7	543	113	6	54	27	12	542	13,457	15	55	21	8	545
<b>Title I</b>																									
Students Receiving Title I Services	14	0	0	14	0	0	3	21	8	57	3	21	534	18	0	28	50	22	535	2,208	3	44	39	14	539
All Other Students	84	1	0	83	6	7	52	63	21	25	4	5	545	95	7	59	23	11	543	11,252	18	57	18	7	546
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						239	10	59	23	8	544
All Other Students	98	1	0	97	6	6	55	57	29	30	7	7	543	113	6	54	27	12	542	13,221	15	55	21	8	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2010-2011

# Mathematics Results

School: Teague Park School  
 District: RSU 39  
 State: Maine  
 Code: 3174-1208

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

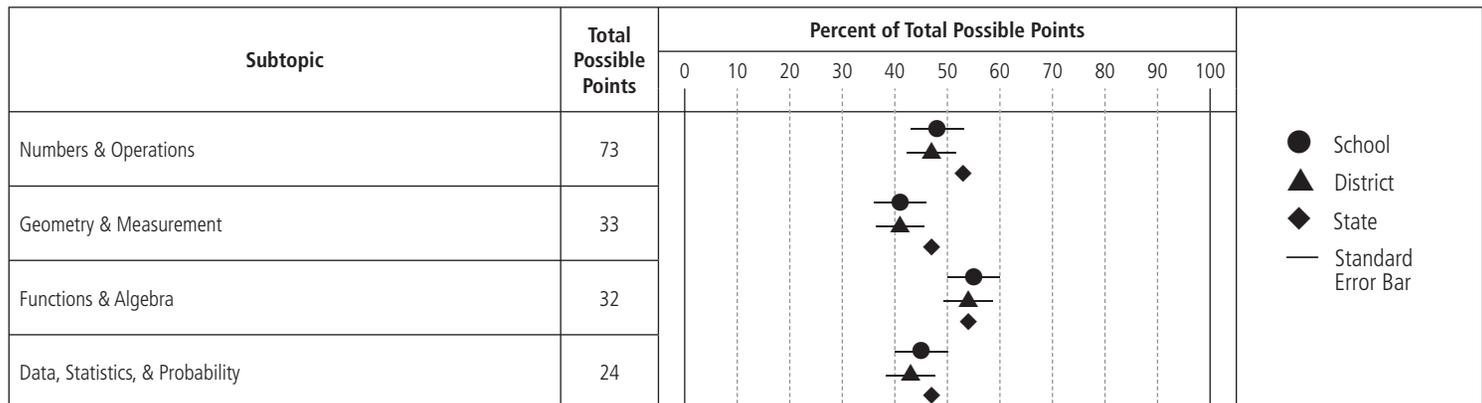
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2008-09													
2009-10													
<b>2010-11</b>	<b>98</b>	<b>1</b>	<b>0</b>	<b>97</b>	<b>11</b>	<b>11</b>	<b>40</b>	<b>41</b>	<b>23</b>	<b>24</b>	<b>23</b>	<b>24</b>	<b>541</b>
Cumulative Total													
<b>DISTRICT</b>													
2008-09													
2009-10	104	0	6	98	5	5	37	38	30	31	26	27	539
<b>2010-11</b>	<b>115</b>	<b>2</b>	<b>0</b>	<b>113</b>	<b>11</b>	<b>10</b>	<b>47</b>	<b>42</b>	<b>24</b>	<b>21</b>	<b>31</b>	<b>27</b>	<b>540</b>
Cumulative Total													
<b>STATE</b>													
2008-09													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
<b>2010-11</b>	<b>13,877</b>	<b>246</b>	<b>107</b>	<b>13,524</b>	<b>2,093</b>	<b>15</b>	<b>6,150</b>	<b>45</b>	<b>2,667</b>	<b>20</b>	<b>2,614</b>	<b>19</b>	<b>543</b>
Cumulative Total													





# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2010-2011

# Disaggregated Mathematics Results

**School:** Teague Park School  
**District:** RSU 39  
**State:** Maine  
**Code:** 3174-1208

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
<b>All Students</b>	98	1	0	97	11	11	40	41	23	24	23	24	541	113	10	42	21	27	540	13,524	15	45	20	19	543
<b>Gender</b>																									
Male	54	0	0	54	6	11	26	48	12	22	10	19	542	67	9	46	19	25	541	6,910	16	45	20	19	543
Female	44	1	0	43	5	12	14	33	11	26	13	30	539	46	11	35	24	30	539	6,614	15	46	20	20	543
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										1						174	6	42	26	26	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						133	18	43	18	21	542
Asian	1	0	0	1										1						174	21	39	17	24	543
Black or African American	2	0	0	2										2						407	4	28	21	47	533
Native Hawaiian or Pacific Islander	0	0	0	0										0						16	19	38	25	19	542
White	95	1	0	94	10	11	40	43	22	23	22	23	541	109	9	42	21	28	540	12,514	16	46	20	18	543
Two or more races	0	0	0	0										0						106	14	40	21	25	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	3	0	0	3										3						415	5	26	22	47	532
Former LEP student - monitoring year 1	0	0	0	0										0						17	35	53	12	0	550
Former LEP student - monitoring year 2	0	0	0	0										0						7					
All Other Students	95	1	0	94	11	12	39	41	23	24	21	22	541	110	10	42	22	26	540	13,085	16	46	20	18	543
<b>IEP</b>																									
Students with an IEP	21	1	0	20	0	0	2	10	6	30	12	60	530	27	0	7	26	67	528	2,249	3	23	26	48	534
All Other Students	77	0	0	77	11	14	38	49	17	22	11	14	544	86	13	52	20	15	544	11,275	18	50	19	14	545
<b>SES</b>																									
Economically Disadvantaged Students	43	1	0	42	1	2	16	38	9	21	16	38	536	55	2	40	16	42	536	6,105	8	39	25	28	539
All Other Students	55	0	0	55	10	18	24	44	14	25	7	13	544	58	17	43	26	14	544	7,419	22	51	15	12	546
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						3					
All Other Students	98	1	0	97	11	11	40	41	23	24	23	24	541	113	10	42	21	27	540	13,521	15	45	20	19	543
<b>Title I</b>																									
Students Receiving Title I Services	14	0	0	14	0	0	1	7	3	21	10	71	531	18	0	11	22	67	532	2,226	3	30	30	37	536
All Other Students	84	1	0	83	11	13	39	47	20	24	13	16	543	95	12	47	21	20	542	11,298	18	49	18	16	544
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						239	15	43	23	19	543
All Other Students	98	1	0	97	11	11	40	41	23	24	23	24	541	113	10	42	21	27	540	13,285	15	46	20	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2010-2011

### Writing Results

School: Teague Park School  
 District: RSU 39  
 State: Maine  
 Code: 3174-1208

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

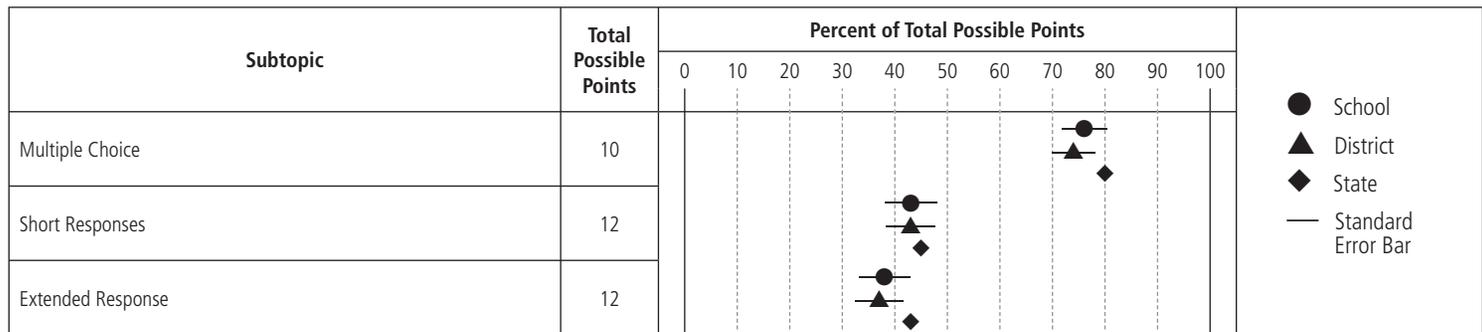
#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	98	1	0	97	3	3	25	26	56	58	13	13	537
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	115	2	0	113	5	4	29	26	60	53	19	17	536
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539





# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2010-2011

# Disaggregated Writing Results

**School:** Teague Park School  
**District:** RSU 39  
**State:** Maine  
**Code:** 3174-1208

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	98	1	0	97	3	3	25	26	56	58	13	13	537	113	4	26	53	17	536	13,435	8	35	47	10	539
<b>Gender</b>																									
Male	54	0	0	54	2	4	9	17	36	67	7	13	535	67	3	19	60	18	534	6,855	4	27	54	14	537
Female	44	1	0	43	1	2	16	37	20	47	6	14	538	46	7	35	43	15	538	6,580	13	42	39	6	542
Not Reported	0	0	0	0										0						0					
<b>Race/Ethnicity</b>																									
Hispanic or Latino	0	0	0	0										1						169	4	36	48	12	538
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						132	8	35	45	11	539
Asian	1	0	0	1										1						166	12	34	41	13	540
Black or African American	2	0	0	2										2						378	4	24	46	26	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						16	13	38	44	6	541
White	95	1	0	94	3	3	24	26	54	57	13	14	536	109	4	26	53	17	536	12,469	9	35	47	9	540
Two or more races	0	0	0	0										0						105	8	23	53	16	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
<b>LEP Status</b>																									
Current LEP student	3	0	0	3										3						359	3	23	45	29	533
Former LEP student - monitoring year 1	0	0	0	0										0						17	12	41	47	0	544
Former LEP student - monitoring year 2	0	0	0	0										0						7					
All Other Students	95	1	0	94	3	3	24	26	55	59	12	13	537	110	5	25	54	16	536	13,052	9	35	47	10	540
<b>IEP</b>																									
Students with an IEP	21	1	0	20	0	0	1	5	11	55	8	40	529	27	0	4	48	48	526	2,232	<1	9	57	34	530
All Other Students	77	0	0	77	3	4	24	31	45	58	5	6	538	86	6	33	55	7	539	11,203	10	40	45	5	541
<b>SES</b>																									
Economically Disadvantaged Students	43	1	0	42	0	0	4	10	28	67	10	24	532	55	4	13	55	29	532	6,037	4	27	54	16	536
All Other Students	55	0	0	55	3	5	21	38	28	51	3	5	540	58	5	38	52	5	540	7,398	12	40	41	6	542
<b>Migrant</b>																									
Migrant Students	0	0	0	0										0						3					
All Other Students	98	1	0	97	3	3	25	26	56	58	13	13	537	113	4	26	53	17	536	13,432	8	35	47	10	539
<b>Title I</b>																									
Students Receiving Title I Services	14	0	0	14	0	0	0	0	12	86	2	14	530	18	0	6	78	17	531	2,201	2	22	61	16	535
All Other Students	84	1	0	83	3	4	25	30	44	53	11	13	538	95	5	29	48	17	537	11,234	10	37	44	9	540
<b>504 Plan</b>																									
Students with a 504 Plan	0	0	0	0										0						239	4	26	60	10	537
All Other Students	98	1	0	97	3	3	25	26	56	58	13	13	537	113	4	26	53	17	536	13,196	9	35	47	10	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.